CHAPTER II
REVIEW OF RELATED LITERATURE

Previous studies investigated how students perceive fairness in different methods of assessment. Here are some of the theories that researchers have proposed:

2.1 Fairness in Assessment

According to (Kavita Khemchand & Muhammad Akhtar Kang, 2023), assessment is based on student academic information data acquired by teachers through examinations, quizzes, assignments, projects, and others. Assessment is an essential tool for recognizing students' academic life standards. As a result, fair assessment processes must be implemented for students.

Fair assessment techniques emphasize that test takers should not be given unfair advantages or disadvantages based on aspects of their identity or past that are unrelated to the knowledge and abilities tested in the test (Schmidgall et al., 2024).

The significance of fair assessment, regardless of student background, is a sort of justice for students. Assessment is based on student knowledge. According to Den Bakker et al., (2023), fair evaluation is defined as an unbiased, egalitarian, and uniform educational approach. This is essential since all students should receive the same assessment for monitoring and evaluation.

2.2 Fairness

According to Rezai (2022)The Cambridge Advanced Learners' Dictionary defines "fairness" as "the quality of treating people equally or in a way that is right or reasonable." Similarly, the Merriam-Webster Dictionary defines it as "marked by impartiality and honesty: free from self-interest, prejudice, or favoritism." The lecturers must make sure that the evaluation procedure is transparent, reliable, and a means of determining where students are lagging (Kavita Khemchand & Muhammad Akhtar Kang, 2023)

According to Wallace & Qin (2021), students' perceptions of fairness in the classroom might have a major impact on their behavior. When making decisions and establishing assessment subjects, instructors should take these variations into consideration to ensure that every student has equal opportunities to demonstrate their abilities. By doing this, lecturers can create an inclusive and equitable learning environment, which will enhance student motivation and achievement.

2.3 Factors Influence Perceptions of Fairness

Lecturers must identify and consider these factors, such as clarity of assessment criteria, transparency, and constructive feedback, to increase student engagement in the assessment process and create a learning environment in which students feel valued and listened to, thus increasing student motivation to learn. According to (Yan et al., 2023), Students' perceptions of assessment involve a variety of things. Among them, factors influencing students' perceptions of assessment are the most essential since they significantly impact students' involvement in assessment and the learning gained from it.

2.4 Students' Perceptions of Assessment

Perception is an interpretation of reality, and the essential component of this concept is 'interpretation', which means that everyone might see the same object in different ways (Vaessen, 2021). This illustrates the reason why every individual sees things differently.

Perceptions of assessment would be: Students' interpretations of certain properties or attributes of an assessment, despite the important function that assessments play in influencing student learning experiences, Surprising that (seemingly) current literature on the subject lacks a definition for perceptions of assessment (Vaessen, B. E. 2021, p. 42). This lack of clarity hinders our knowledge of how students interpret and respond to diverse assessment methods, which is required for effective educational practices. According to Yan et al., (2023) Students' perceptions toward assessment influence their learning behaviors and the effects of evaluation. Students' perceptions of fairness are essential because they affect students' actual behavior throughout the evaluation process and their contributions to the classroom.

Nonetheless, several of the previously mentioned keywords might be used to give an overview of student perceptions of assessment. Students' perception of assessment is defined as students' interpretations of certain properties or attributes of assessment. Thus, this definition describes perceptions as a set of properties (e.g., "the assessment is valid"), or attributes (e.g., "the assessment helped me learn") that are assigned to an assessment by a student. (Vaessen, B. E. 2021, p. 42)

2.5 Fair Assessment Methods

To achieve effective evaluation of student performance, assessment procedures must be not only strategic but also fair and objective (Abdullah et al., 2024). Lecturers' development of a comprehensive evaluation rubric is critical to ensuring this fairness. According to Koçak, (2020), indicates on, a well-designed rubric includes clear criteria and accessible explanations that guide both the evaluation process and students' comprehension of expectations. Using such rubrics, lecturers can methodically analyze a variety of assessment methods, including individual assignments, group projects, and final exams, while ensuring that each student's skills are appropriately reflected. Furthermore, this approach encourages an equal learning environment in which assessments are visible and fair.